Nicole Sherman Perry

Chapter Notes

Reading and Writing in the Content Area Chapters 11, 12 and Appendix C

Chapter 11 Learning with Trade Books

Textbooks in Today’s Classrooms

75-90% of classrooms in U.S. use textbooks almost exclusively

Expensive

Many remain unread

Reasons teachers use textbooks

Act as blueprints for the learning

Standard driven education

Efficient for time constraint

Problems with Using Textbooks

Not in depth

“A mile wide and an inch deep”

Inconsiderate of reader

Inaccuracy

Inappropriate reading level- often written well above average reading level

Negative student reactions

Textbooks should not be the only source of knowledge

Why Use Trade Books

Valuable complement to most textbooks

Help students think critically

Variety of reading levels

More in depth

Engaging

Promote lifelong reading

Learning with Trade Books

Greatest difficulty deciding which books to use

Nonfiction Books

Often the independent reading choice of many students

Selecting nonfiction trade books with 5 As:

Authority of the author

Accuracy of text content

Appropriateness for audience

Artistry

Appearance

Great to pair with fiction

Picture Books

Categories- wordless, minimal text, storybooks, illustrated books

Increasingly geared to older kids and multicultural

Not intimidating

Fiction books

Even fantasy books can be connected to content area

Edgy books draw attention

Worthy works found on annual Young Adults’ Choices List

Instructional Strategies for using Trade Books

Effective teachers use multiple texts with range of formats and difficulty

Creating Classroom Libraries and Text Sets

Don’t forget magazines and news papers

Self-Selected Reading

SSR- Silent Sustained Reading

Access to books

Appealing books

Classroom environment that encourages reading

Encouragement from teachers and parents

Staff training

Nonaccountability in terms of tests or reports

Follow up activities that encourage more reading

Time 15-20 minutes at least twice a week

Whole school takes time to read including teachers, secretaries,…

Teacher Read-Alouds

Considered by many experts to be the single most important activity in literacy

Students absorb rhythms structures and cadeness

Exposed to more difficult text

Demonstrates teachers mental processes

Do not need to be cover to cover- small exerts can be great

Group Models for Studying Trade Books

Whole Group/ Single Book Model

Small Groups/ Multiple Books Model

Individual Inquiry Model

Reader Response Strategies

Students grow in several areas when doing response based activities

Develop ownership

Personal connections

Gain appreciation

Become more critical readers

Increase repertoire of responses to literature

View themselves as successful readers

Develop greater awareness

Writing as a Reader Response

Reflective Writing

Post-it Notes

Expository Texts as Models for Writing

Use informational text as model

Process Drama as a Heuristic

Students compose and rehears

Scaffolds so that struggling readers can create visuals

Improvisational Drama

Pantomime

Tableau

Silent performances tat involve three dimensional representations

No movement talk or props only gestures

Freeze moments in time

Readers Theatre

Script provided

No props, costumes, or memorization

Simply read fluently with prosody

Can create books into readers theatre

Teacher or students can create

Idea Circle

Peer-led discussion

Teacher provides topic or question

Small groups work to solve problem, answer questions…

Using Technology to respond to literature

Online discussion

Book clubs

Blogging

Googledocs

Lots of good trade book suggestions in chapter 11

Chapter 12 Literacy Coaching

Literacy Coaching in Perspective

Current expectations for literacy coaches

Mentor individual teachers

Model and observe in classrooms

Work with study groups and teacher teams

Lead a schoolwide literacy council

Advise administrators on school literacy program

Collaborate with literacy coaches in other schools

Administer and monitor literacy assessments

Work with parents and or community groups

Coach to plan instruction

Help develop manageable routines

Coach to deliver effective lessons

Promote collaborative environment

Promote reflective inquiry

Use data to guide instructional decisions

Standards for Literacy Coaching

Page 405

Literacy Coaches and Teachers

Building Learning Communities

Conferring with teachers

Learn from each other

Shared dialog not lecture

Ask questions, explain what coach sees, offer a coaching point, brainstorm next step, link to literature

Supporting Professional Development

Successful development includes

Schoolwide

Long-term with follow-ups

Encourage collegiality

Seeks consensus

Receives support from administrators

Adequate funding for materials…

Acknowledge participants existing beliefs and instructional practices

Literacy Coaches and Students

Supporting struggling readers

Connect the many different staff members who work with these students- paras, speech therapist…

Supporting English language learners

Include in literacy plan

Help school be culturally sensitive

Supporting effective assessment practices

Encourage teachers to use a variety

Often given responsibility to administer state mandated assessments

Analyze results

Plan around assessments

Appendix C Commonly Used Prefixes with Varying Meaning pg 425